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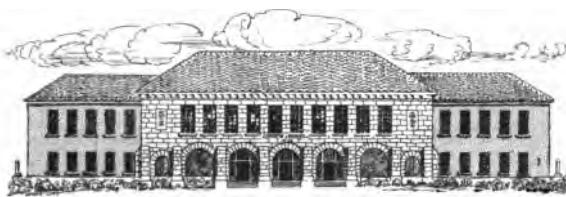
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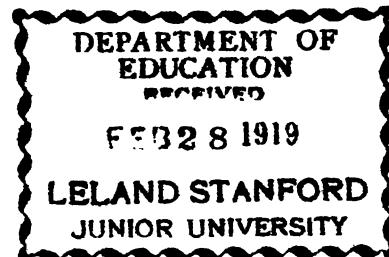
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# BANCROFT'S FIRST READER.

BY

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1883.

**A FEW WORDS TO THE TEACHER.**

**In General.** There is no royal high-way to learning to read. No method, no device, no ingenuity on the part of the teacher can take the place of constant and prolonged drill upon the first few lessons, nor of the continued and attentive study of each succeeding lesson.

Intelligent teachers know that learning to read is, at first, but learning to recognize through the eye, what is already recognized through the ear. This book has been prepared with this thought constantly in mind. It does not, therefore, begin with words of two letters, nor with words having the same vocal elements in them. Children neither think nor talk in these words. On the contrary, words have been used, such as the child constantly uses. He is made familiar with these. With the phonic exercises, and the preparatory eye training, he will rapidly acquire the power to master other words.

**Preparatory Drill.—Objects Before Words.** It is not in the province of this book to prescribe, in detail, the preparatory drill which should be given before attempting to teach words.

The author earnestly recommends, however, that the first two weeks, at least, be entirely devoted to eye, ear, and voice training. The rapid recognition of objects held in the hand, of pictures, both on the blackboard and cut from books, will train the eye to see quickly and accurately; while questions about what is seen, descriptions of the things seen, and conversations about them,

will give the pupil confidence in talking, and constitute valuable language lessons.

**Pronouncing Lesson.** All the new words occurring in a lesson are placed at the beginning, and should be carefully and thoroughly taught, before the child is required to *study* the reading lesson. This may be conveniently done in the following manner: At the close of each lesson, the pupil should be required to pronounce the words in the next succeeding lesson, receiving such aid as may be found necessary to secure the correct pronunciation of each word. The constant use of the blackboard is indispensable in teaching words.

**Phonic Spelling.** No apology is made for the prominence given to drill in elementary sounds in this and the other books of the series. The indistinct tones which render the exercises in so many school rooms painful to the listener, still make one thing distinctly known—the need for regular and daily drills in elementary sounds. This work, therefore, is presented at frequently recurring intervals throughout the series, and in as great a variety of forms as possible. The teacher who, for a single term, faithfully takes up these exercises, will never again consent to forego them.

In the First Reader, the diacritical marks are introduced, primarily, as indications to the teacher of the sounds to be taught, and should be called to the notice of the pupil only when his observation has become quick enough to enable him to interpret readily their force; but the sound-training should begin at once, and should on no account be omitted or slighted.

**Letters and Spelling.** As soon as a few words have been learned by sight, it is well to teach a few letters each day as they occur in the new words, until all have been learned. To aid in this, the new letter forms of each lesson are introduced in this book separately, side by side with the phonic work. The alphabet will thus be almost imperceptibly taught, and can easily be reduced to order.

Great care has been taken to arrange conveniently for spelling, all the words used in the book. Let the child spell all the words of the lesson, at first with the book before him; but be sure he does it attentively.

**Script Lessons.** The script letters used should be taught by comparison with the Roman, and then copied on slate, paper, or blackboard. The script lessons, as well as the blackboard and slate exercises, are intended as suggestions for additional work to be given by the teacher, and are not designed to be exhaustive of the work which should be done.

**Voice Training.** Concert drill upon short poems and stories, and on colloquial phrases and sentences, is most excellent for teaching correct inflections, developing pure tones, and correcting errors in articulation; while at the same time it is a source of keen enjoyment to the child, rendering attractive his first days at school.

*In this Reader the new sounds to be taught with each lesson, are indicated by letters printed in heavy type, with the diacritical marking. They are gradually introduced, and are taken from the words of the lesson. Words of the lesson composed of sounds previously learned are also introduced, to be spelled by sound; and if these exercises are properly taught, the ability of the child to pronounce new words, when he has finished the book, will be found surprising.*

*In Part I. of this Reader, diacritical markings of the new words at the head of each lesson, are placed on the long and short vowels only, and not on those until the sound marked has been specifically taught in the preceding lessons. Of the new words in Part II., all vowels are marked whose sounds have been previously taught.*

*The Script Lessons are designed to suggest the method of teaching, not the quantity to be taught. A much greater number of lessons should be given than can properly find space in the Reader*

## PART I.



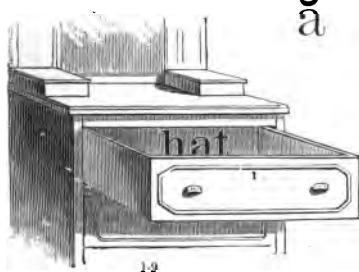
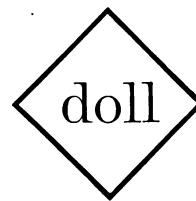
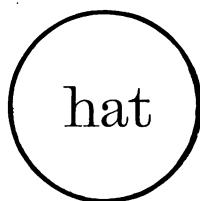
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LESSON 1.

girl

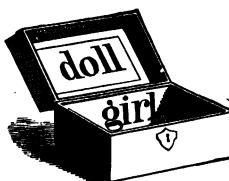
hăt

dǒll



ă

ő



## LESSON 2.



a doll

a hat

the girl

and

the doll

the hat

a girl

h t

A T t

h-ă-t

hat

n e h

A doll and a hat.

The girl and the doll.

The hat and the girl.

## LESSON 3.

Năt

hăs

hěn

n ě

N h-ě-n hen N-ă-t Nat s a

Nat has a hen.

The girl has a doll.

## LETTERS AND SOUNDS ALREADY TAUGHT.

n t h ă ō ě

## ORAL BLACKBOARD WORK.

*Show pupils how new words may be formed, as follows:*

1. *By prefixing one sound to a combination of known sounds.*

t-ă̄n n-ět h-ōt

2. *By annexing a sound.*

tě-n tō-t ō-n

3. *By combining single sounds.*

n-ō-t

*Similar exercises throughout the book will assist the pupil to pronounce new words readily at sight.*

## LESSON 4.



căñ

is

boy

nōt

ball

See

e                      d

| S b d | e-ă-n can ă-n-d and | C c o |

See the boy and the ball !

The boy is not Nat.

The boy can see the ball.

Can the girl see ?

Can a doll see a ball ?

## LESSON 5.



dōgs      boys      my      girls

Tān      dōg      good      I

My good dog. The good boys.

**g      i      s**

| M I | d-ō-ḡ dog iš is h-ă-s has | m y |

The good boy has a dog.

My boys can see the dogs.

I can see the girls and boys.

My dog is Tan.

## LESSON 6.—REVIEW.

H	h-ĕ-n	hen	h-ă-s	has	
e-ă-n	can	d-ō-ğ	dog	h-ă-t	hat

Can I see the doll?

I can see the ball.

My good girl has a doll.

My good girl has a ball.

See my dog and the hat!

Has the boy a hat?

The boy has a hat and a ball.

Can the boys see the ball?

*Compare the script forms with the printed forms.*

b

boy

l

doll

g

girl

boy

doll

girl

## LESSON 7.

căt  
thiſ  
răt  
plāy  
iň  
bōx  
rŭn



r

ǔ

x p u

r-ă-t rat

r-ǔ-n run

The cat can run.

This cat can play.

My cat can run and play.

Is the rat in the box?

Can the cat see a rat in the box?

The boy and girl see the rat.

## LESSON 8.

*Teach the script words by comparing them with the printed words.*

boy                  see                  can

*boy*                  *see*                  *can*

Can    the    doll    see?

*Can the doll see?*

See    this    boy.

*See this boy.*

*This doll can see.*

*This boy can see.*

*See this doll.*

## LESSON 9.



two cats  
a red hen  
Little Dora  
a little ball

Dora              nāme              rěd              wěth  
will              little              two              she

**ā m**

D L w | r-ě-d red n-ā-me name

The name of the girl is Dora.  
Little Dora has a red hen.  
Dora will play with the hen.  
She has two cats and a dog.

## LESSON 10.

## FOR PRACTICE IN SENTENCE READING.

*The teacher should give the pupil a moment to look through the sentence, and then require it to be read as a whole, promptly.*

This is a cat. | Can I see this  
cat? | See the good cat.

Can the cat see the boy? |  
The cat can see the boy.

See my good cat. | The little  
boy can play.

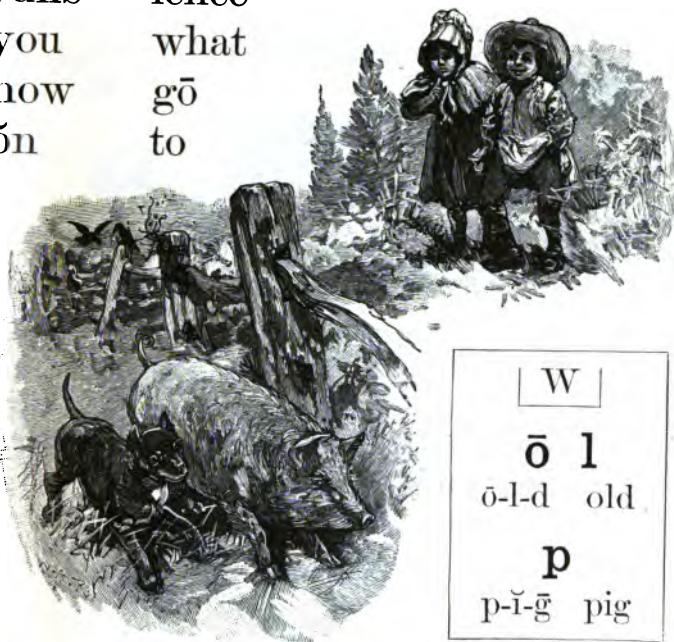
The rat can run. | The rat can  
run and play. | The dog has a  
rat.

## REVIEW OF CONSONANTS.—SEPARATING FIRST SOUNDS.

d	d-ōg	d-ōll		e	e-ăt	e-ăn
h	h-ěn	h-ăt		t	t-ăn	t-ōp
r	r-ăt	r-ŭn		n	n-ăt	n-ōt

## LESSON 11.

rüns fence  
you what  
now go  
on to



W
ō l
ō-l-d      old

p
p-ī-g      pig

See the pig run!

The pig runs to the old fence.

The dog plays with the pig.

Now the dog has the pig.

The pig will go to you.

What is on the fence?

## LESSON 12.



oo

i-n in      g-oo-d good      i-s is

*This lesson is to be read by filling each blank  
with the name of some object above.*

Dora is in this —.

The girl has a —.

The boy has a — and a —.

*This is a good —.*

*Is the cat in the —? —*

*Can the hen see the —? —*

## LESSON 13.

Kitty looks

her Māy

fly āt

for īt



## k

K k	k-ī-t	kit	ă-t	at
-----	-------	-----	-----	----

Do you see this cup?

It is for little May.

What is on the cup?

A fly is on the cup.

Kitty looks at the fly.

## EXERCISE IN SHORT VOWEL SOUNDS.

ă	e-ă-t	e-ă-n	ō	ō-n	n-ō-t
ĕ	r-ĕ-d	h-ĕ-n	ōō	l-ōō-ks	g-ōō-d
ī	p-ī-ğ	ī-n	ū	c-ū-p	r-ū-n

## LESSON 14.—SLATE LESSON.

See the pig look!  
He looks for May.  
What has May for  
the pig?

Now the boy runs.  
Can I run to you?  
See me run, May.  
This is my box.  
A fly is on the box.  
Now see it fly.

## LESSON 15.



do  
we  
băd  
trăp  
says

Dickie come nice mamma

**b**

**ū**

|RO| b-ă-d bad t-r-ă-p trap ū-se uso

“Come, mamma, do come!” says Dickie Rat. “See this little box.

“May I go in it to play? It is a nice box to play in.”

“O no, Dickie! it is a trap. We will not use it.”

## LESSON 16.

The girl has a

*The girl has a*



See this

*See this*



A good

*A good*



See my

*See my*



A — and a boy.

*A — and a boy.*

This good —.

*This good —.*

## LESSON 17.



ha!      dǔck      corn      pǎn  
 hăve      fast      here

	<b>v</b>		<b>th</b>	<b>s</b>
v	h-ă-ve	have	th-ĭ-s	this

Come here, come here, little duck!  
 See what I have in this pan.  
 Corn is good for little ducks.  
 Can you run, little duck?  
 O, see it run, ha! ha! ha!  
 The little duck can not run fast.

## LESSON 18.



mē            gět            out            pōor  
 ride        gīves        Dăsh        wants

	<b>oo</b>		<b>ē</b>
P	p-oo-r	poor	m-ē   me

Dora gives Kitty a ride.

Kitty will not ride fast.

Dash will not run with Kitty.

Kitty looks at me.

Poor Kitty wants to get out.

She wants to run and play.

## LESSON 19.

**i**

r-i-de

ride

l-i-ke

like

## FOR PRACTICE IN SENTENCE READING.

*The teacher should give the pupil a moment to look through the sentence, and then require it to be read as a whole, promptly.*

Come here! | Look at me.

I ride fast.

I ride with mamma.

This is a bad rat. | Can the  
rat get out?

The cat wants the rat.

## ORAL BLACKBOARD WORK.

## EXERCISE COMBINING KNOWN SOUNDS IN NEW WORDS.

m	n	t	ă	ă	c	p	i	ǐ	ó
s	ě	b	g	ú					

m-ă-n

m-ă-ne

t-ǐ-n

t-ǐ-ne

t-ă-p

t-ă-pe

s-ě-t

s-ǐ-t

m-ě-t

f-r-ě-t

m-ó-p

b-ú-g

## LESSON 20.

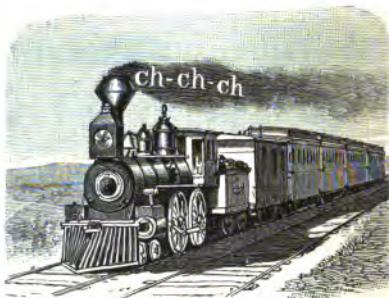
*Oral lessons for sounds of***sh****ch****wh**

sh - - shall

sh - - show

hu - - sh

ch - - chill



ch - - chin



wh - - why

wh - - what

wh - - white

## LESSON 21.

úp      Tóm      hís  
 öff      líke      Dăn  
 fún      see-saw



f  
f-ú-n fun

Tom and Dan can have a ride.  
 The boys like to see-saw.  
 Tom is up and his hat is off.  
 What fun the boys have!  
 I like to see Tom and Dan ride.

## REVIEW EXERCISE IN CONSONANT SOUNDS.

b	b-ăd	b-õx	t	T-õm	t-răp
p	p-ăn	p-õg	f	f-űn	f-ast
d	D-ăn	d-õg	v	hă-ve	

## LESSON 22.



Büttercūp

Maud cow

hănd pět

něck běll

Něd

e

B h-ě-r her h-ō-me home

Buttercup comes home with  
Maud. She is a nice little cow.

Can you see the bell on her  
neck?

Maud has her hand on Butter-  
cup.

Ned has a pet cow.

## LESSON 23.

under

said

love

too

held

yes

put

Y



“Do you love butter?” said  
mamma.

Dora put up her chin, and  
mamma held a buttercup under it.

“Yes, yes,” said mamma, “my  
little girl loves butter.”

“You love butter too, mamma,”  
said Dora.

## LESSON 24.

## PRACTICE IN SENTENCE READING.

*The teacher should give the pupil a moment to look through the sentence, and then require it to be read as a whole, promptly.*

Can you see me? I can see you. Here is a buttercup for you.

Will you come in? Yes; I want to see you. Give me your hat.

See my pet dog. Do you like dogs? No, I like cats and hens.

## ORAL BLACKBOARD WORK.

*Show the pupil how new words can be formed by combining the letters as given below, with the long vowel sounds, ā, ē, ī, ō, ū, oo.*

ne    t    me    g    ld    m    n  
d    s    p    re    ak

Examples.—t-ā-me    d-ī-ne    p-ō-s-t.

## LESSON 25.



dīshes

small

tāble

they

tīn

Grāce

hăppy

sět

G	th-ě-m	them	s-ě-t	set	ō-n	on
---	--------	------	-------	-----	-----	----

Grace has come to see May.

May has a set of small dishes,  
and a table to put them on.

Grace has little tin dishes. I  
can see them in the box under  
the table.

## LESSON 26.

chĕrries    săng    there



rīpe  
awāy  
birds  
keep

ä

ä-re    are

a

a ll    all    b-a ll    ball

“Cherries are ripe, cherries are ripe,” sang the birds one day.

“Cherries are ripe,” sang the boys and girls.

“Now for fun,” said the birds.

“There are cherries for all,” said mamma.

## LESSON 27.

nŭts

ēat kīnd

one dēar

why your

afraīd



Bunny

squirrel

q	h-ĕ-t hit k-ī-n-d kind n-ŭ-t-s nuts
---	-------------------------------------

I see you little squirrel. Do not run; I will not hit you.

What is your name? Bunny?

Do you like nuts, Bunny?

Come here, I will give you one.

Dear little Bunny, why are you afraid? I am kind to all my pets.

## LESSON 28.

## FOR PRACTICE IN SENTENCE READING.

*The Teacher should give the Pupil a moment to look through the sentence, and then require it to be read as a whole, promptly.*

What is your name?

My name is Dora. What is your name?

My name is Maud. Do you play here?

Yes, I play here all day. I have a low table and some tin dishes.

I have a doll and a squirrel. He eats nuts, and we eat cherries.

## REVIEW OF VOWEL SOUNDS.

ā	n-ā-me	ă	ă-nd	ī	r-ī-de	ō	ō-n
ä	ä-re	ē	sh-ē	ĩ	ĩ-t	ū	ū-se
a	a-l̄l	ĕ	p-ĕ-t	ō	n-ō	ŭ	ŭ-p

## LESSON 29.

lose

săd

ěgg

tree

hŭsh   thēse   their

rěst   tāke   would



Hush! hush! Do you not see  
the birds? Their nest can not  
be very far off.

Oh, I see the nest. It has  
an egg in it.

I will not take the egg. The  
birds would be sad to lose it.

## LESSON 30.



Clăra      fōur      sāme      class  
bīg          about       rēads       věry

Here are four little girls and  
two big ones.

They are all in the same class.  
What are they reading? Is it  
about Maud?

Clara is reading now. She  
reads very well.

## LESSON 31.

gōing if

tīme

Jōhn ām

kīte



tāil

hīll

J

ng

l-ō-ng long

s-ă-ŋg sang

h-ě-l-p help

g-l-ă-d glad

O, John, what a nice kite!

What a long tail it has.

The tail may be too long. It  
will not fly if it is.

Are you going to fly it?

Yes; I am going to the hill.

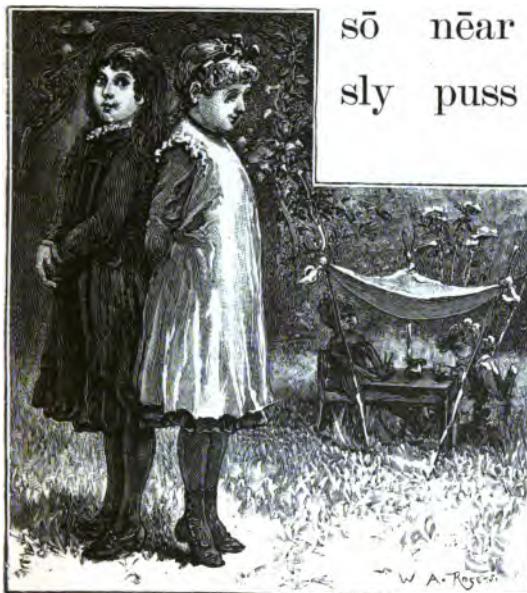
## LESSON 32.—UP I GO.

Up I go, up I go,  
See me, see me, ho, ho, ho!  
If I see a fly go by,  
I can hit him if I try.

I see a fly, I see a fly,  
Up, up he goes into the sky.  
I will not try to hit the fly,  
No, little fly, by-by, by-by.

if hit try goes  
sky by-by

## LESSON 33.



sō	nēar	whīch
sly	puss	něver
		stănd
		taller
		sīze
		Jāne
		tōes
		Ānna

| F z |

Which is the taller, Jane or  
Anna?

They are near the same size.

O Anna, you are standing on  
your toes.

What a sly puss you are!  
Jane would never do so.

## LESSON 34.

bāby

bābies

crib

ǒdd

těll

běst

hood

**Z**

s-i-ze size

wh-i-ch which

Two babies in one crib! How  
odd to see them!

Which do you like best, the  
one with the hat, or the one  
with the hood?

I like the one with a hood.

## LESSON 35.



Mīss

sūch

how

dūll

Māry      tēacher      whīps      many

s-ū-ch such d-ū-lล dull b-ě-s-t best

This is the teacher, Miss Mary.  
She has four dolls in her class.  
They must be bad dolls. See  
how many whips she has.

I would not like to teach such  
a dull class.

## LESSON 36.

tēa

bīts

thăt

pāys

buy

down

shawl

căndy      Sălly      fūnny      some



s-t-ō-re   store   b-ǐ-t-s   bits   l-i-ke   like

May and Sally are playing at store.

May keeps the store. Sally has on her mamma's hat and shawl, and comes to buy of her.

Sally says she would like a very little good tea, an egg, and some candy.

Does not Sally look funny, with that shawl on?

### LESSON 37.



washing	clōthes	drěssed
sōak	whěn	sōld

When May and Sally had sold out their store, May said, “O

mother, may we have a washing day?"

"A washing day! why do little girls want a washing day?"

"My doll's clothes are so dirty, we want to wash them," said Sally.

"O, then you may wash them," said mother.

When the doll was dressed in her clean clothes, she looked like a little queen.

*WORD BUILDING.*

*The teacher should give additional words containing the following combinations of letters:*

**th**

**sh**

**wh**

th-e

sh-ow

wh-at

th-is

sh-all

wh-ich

## LESSON 38.

pert	frög	dared	fear
wón't	dó n't	still	master
lěft	find	bow-wow	hǐm
now	row		lög

## I.



A pert little frog  
Sat under a log,  
And dared not come out,  
For fear of the dog.

## II.

The dog said, "Bow-wow!  
O do come out now."  
"I wón't," said the frog,  
"So do n't make a row."

## III.

Then off went the dog,  
And left master frog;  
And there you may find him,  
Still under the log.

## LESSON 39.—REVIEW.

May has a nice box for her doll and her doll's clothes.

The baby likes to play with May's box, but, to-day, May will not let him. She says baby is too little to play with dolls.

May is not a bad little girl. She loves baby, and when he is dressed clean and nice, she likes to take him to ride.

It is too bad she will not let him play with her now.

*The teacher will find in the Second Part, the equivalent vowel sounds gradually introduced for practice as they occur in words of the reading lessons, upon the same plan of systematic phonic training, which has been employed in the preceding pages. These lessons are carefully arranged in easy grades, and should be thoroughly taught.*

## ROMAN ALPHABET.

A	a	I	i	Q	q
B	b	J	j	R	r
C	c	K	k	S	s
D	d	L	l	T	t
E	e	M	m	U	u
F	f	N	n	V	v
G	g	O	o	W	w
H	h	P	p	X	x
		Y	y	Z	z

## FIGURES.

1 2 3 4 5 6 7 8 9 0

## SCRIPT ALPHABET.

Aa	Ii	Qq
Bb	Jj	Rr
Cc	Kk	Ss
Dd	Ll	Tt
Ee	Mm	Uu
Ff	Nn	Vv
Gg	Oo	Ww
Hh	Pp	Xx
Yy	Zz	

## SCRIPT FIGURES.

1 2 3 4 5 6 7 8 9 0

## PART II.



KATY ON HER WAY TO SCHOOL.

## 1. JOHN AND PRINCE.



leave	Prince	calls	basket
named	horse	apples	soon

**ea** = ē

l-e-a-ve	leave	n-ā-me-d	named
----------	-------	----------	-------

*Prepare the pupil to recognize silent letters by frequently asking him to notice that a word has more letters than it has sounds.*

1. John has a fine horse. His name is Prince.

2. Prince is very fond of apples.

3. John takes a basket of apples, goes down to the fence, and calls: "Prince! Prince!"

4. Then Prince runs up to the fence, and eats all the apples. He does not leave one.

5. John has a very wise dog named Don. Don is a good dog, and does what John tells him.

6. When Prince is far off, and can not hear John call, he says: "Go get him, Don."

7. Don runs away as fast as he can, and soon drives Prince to the fence.

8. John is always kind to Don and Prince.

## 2. JENNY DILL.

rill            dōt            tōt            cōt

*In a cot on the hill,  
lives little Jenny Dill.  
She is but a tot,  
As big as a dot,  
And a shy little tot is she.*

*She sits by the rill,  
She runs on the hill,  
She is but a tot,  
As big as a dot,  
But the shy little tot loves me.*

## WORD BUILDING.

**-ing**

play-ing

look-ing

work-ing

go-ing

eat-ing

rid(e)-ing

tak(e)-ing

hav(e)-ing

## 3. THE RAIN.



thănk

wrm

ōver

green

rain	bright	sing	flowers
wet	joy	make	way
schōol	ponds	road	side

**th n-ng**

th--n-k	thank	s--ng	sing
----------	-------	--------	------

1. See the rain come down !  
It will wash all the leaves, and  
make them bright and green.

2. The little flowers will all look up glad and happy, as if they would say, "Thank you!"

3. These children, on their way to school, will be very wet by the time they get there.

4. When the rain is over, the sun will come out bright and warm, and the birds will sing for joy.

5. Boys and girls have good fun when it rains, playing in the little ponds by the road side.

6. When they get home, their mamma will say, "O children, you are so wet! I fear you will have a chill." The children will say, "O mamma, it is such fun; never fear for us."

## 4. GEORGE'S RIDE.



grass	hěads	jǔst	lěgs
papa	took	thōse	told
tired	wild	was	were
drēamed	first	fōod	George

e-r-ī-b	crib	dr-ēa-m-ed	dreamed
---------	------	------------	---------

1. George took a ride with his papa and mamma one day when he was four years old.
2. It made him wild with joy when he saw the trees and grass.

3. He saw, too, for the first time, some ducks on a pond.

4. Papa let him take a good long look at them.

5. Just as he was looking he saw two of the ducks put their heads under water.

6. "See, mamma!" said George, "the little ducks are eating their legs."

7. Mamma said, "No, they are not eating their legs, but looking for food."

8. On the way home the little boy was very still, for he was very tired.

9. As soon as he was nicely in his crib, he went to sleep and dreamed of little ducks.

## 5. THE KETTLE.

other	lärgē	kěttle	chǐckens
boil	hōt	friěnd	cōffee-pōt



1. I am a kettle.  
I boil water for your  
tea. When I get hot,  
I sing for joy.

2. This is my friend,  
the coffee-pot. He has  
no voice, and can not  
sing.



3. Here you  
see my other  
friends. They  
look like a hen  
and her little  
chickens. The largest one is the  
tea-pot. I love her best of all.

## 6. REVIEW.

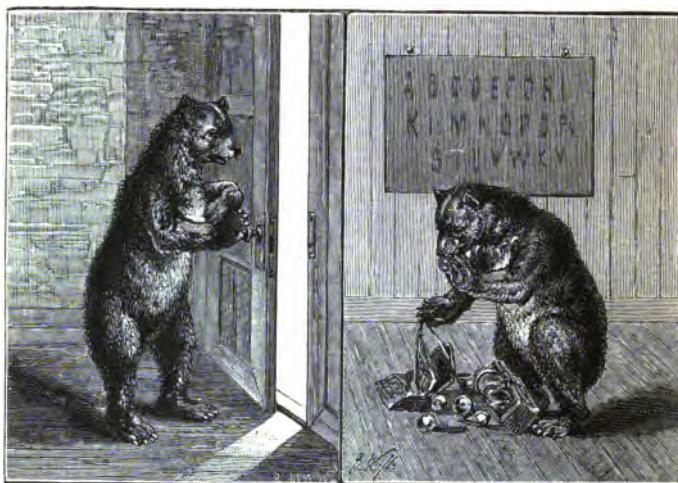
Ö = ü

ó-th-er other

l-ö-ve love

1. These children are riding in the rain. Are they on their way to school?
2. No, they are going to see their kind teacher, Miss Maud.
3. She likes to have John and Grace take tea with her.
4. When the kettle sings, John says it is like a fat little man.
5. Miss Maud sits down and lets Grace make the tea and set the table.
6. There is no fun for the children like taking tea with their teacher.

## 7. A BEAR IN SCHOOL.



ěver	blăck	brěad	dőor
bear	dĕnner	hŭngry	ōpened
rōsy	āte	wălked	wěnt
	ōnly	wanted	

**ee = ē**

ch-ee-še	cheese	s-eh-ōō-l	school
th-ǐ-ñ-k	think		

**eh = k**

1. Did you ever see a big black bear? This one came to school one day.

2. He was hungry and wanted some dinner.

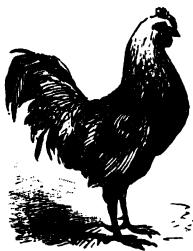
3. What do you think he ate?  
The boys and girls?

4. O no, he only went to their baskets, and ate their bread and butter, and rosy apples.

#### 8. WHICH IS THE BEST?

cried	mīlk	ūse ful	cōck	thīngs
puss	bōne	bōast	frōm	thān
mew	ěvery	morning	thiēves	wāken
mōre	lāy	should	house	clück
	watch		night	

1. “Cock-a-doodle-doo!” cried the cock;  
“How useful I am!  
I get up first in the morning, and waken all in the house.”



2. “Cluck! cluck!  
cluck!” said the hen;  
“I am more useful  
than you. Every day  
I lay a nice egg for  
my master.”



3. “Mew! mew!  
mew!” cried the cat;  
“I keep the rats and  
mice from the bread  
and cheese.”



4. “Bow! wow!  
wow! wow!” said  
the dog; “I watch  
the house at night,  
and keep away the  
thieves. My mas-  
ter can not do without me.”



5. Just then the master came out. He gave corn to the hen and cock, milk to puss, and a bone to the dog.

*SCRIPT WORK.*

*Copy these sentences on your slates, to read in class.*

1. *The cat can catch rats  
and mice.*
2. *Hens lay eggs, and eggs are  
good to eat.*
3. *A good watch-dog is useful  
to his master.*
4. *The master fed all of them,  
for they were all his friends.*
5. *We should all try to be use-  
ful, and we should not boast.*

## 9. THE OWL.

*By Sound.  
Word-building.*

ăs

dāy

eyes

owl

dōes

stāy



ow

h-ow

n-ow

e-ow

d-ow-n

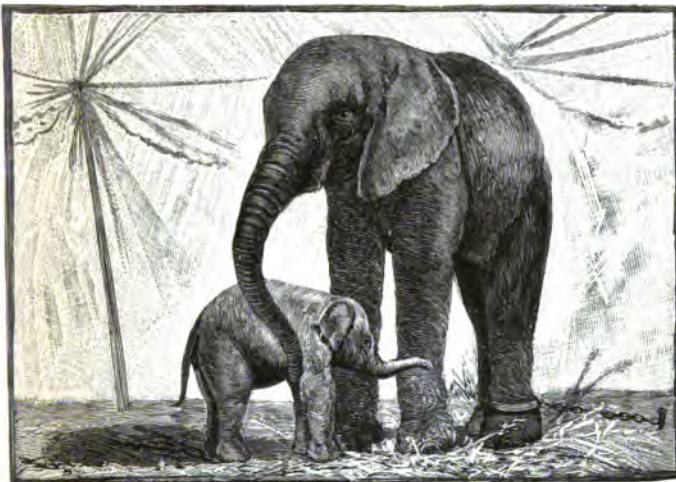
b-r-ow-n

**ȳ ī**

s-ȳ-t-s sits      f-l-ȳ fly      t-r-ee tree

1. I see an old owl,  
As he sits in the tree;  
I see his big eyes,  
But he does not see me.
  
2. Up there he will stay,  
In the tree, all day;  
But when night comes,  
He will fly away.

## 10. JUMBO AND BABY.



bāg

care

around

härn

trūnk

răther

pēa-nūts

Jǔmbō

**ea** = ē

d-ěa-d dead p-ěa-n-u-t-s pea-nuts

1. Here are Jumbo and Baby.  
Is it not an odd baby? Its mother  
is dead, and good old Jumbo takes  
care of it.

2. How kind he is! See how he puts his trunk around it to keep it from harm.

3. Good Jumbo! you and Baby shall have a bag of pea-nuts, or would you rather have candy?

11. LITTLE ROBIN.

twīg



hōp

rōbin

skī

seem

O robin, little robin,  
You sit up on a twig;  
You seem so very little,  
And I so very big.

But, robin, little robin,  
You can fly up in the sky ;  
I can not, little robin,  
I can not, if I try.

And robin, little robin,  
You can hop from twig to twig ;  
I can not, little robin,  
If I am so very big.

Well, robin, little robin,  
Hop and fly, hop and fly,  
Be happy, little robin,  
Be happy, so will I.



## 12. REVIEW.

**ay = ā**

d-āy day      e-ā-k-es cakes

1. One day a man came by the school with two bears.
2. Miss Mary let the children go out to see them.
3. One bear was black, and one was brown. The man put his hat on the brown bear, and it walked on two legs.
4. The children all laughed to hear it try to sing.
5. They were afraid to go near the bears, but they gave the man apples and nuts for them.

*Copy and fill the blanks.*

One bear was \_\_\_\_\_ and one was

---

## 13. THE ORANGE GIRL.

fāther

ēach

shōrt

mūch

yēar

hăd

lōved

ōranges

before

agō

sēa

mět

any

new

ship

răggéd



brōther

 $\hat{o} = \underline{a}$ 

ō-r or

f-ō-r for

l-ō-ve-d loved

sh-ī-p ship

s-ēa sea

c-ō-me come

1. “Oranges! Oranges! Buy my oranges!” sang a ragged little girl.

2. A short time before, she had come in a large ship from over the sea.

3. Her father and mother are dead. She came here to find her brother, who left home many years ago.

4. One day her brother met her in the street, and took her to his new home.

5. Then she was never sad any more.

Jack Dora Grace Clara  
Susie Maud Ned Tom  
Willie Belle Anna Harry

Miss Grey Miss Maud  
Miss Brown Miss Mary

## 14. DOT, THE MONKEY.



tried

sōrry

pulled

fēllow

tōoth-āche

mōnkey

tricks

fall

last

săt

neat

face

pāin

strīng

tīed

paw

**ai = ā**

p-l-āy play    r-āi-n rain    t-ōo-th tooth

1. Dot is a monkey. He is a happy little fellow, full of play and tricks.

2. But last week, Dot was not happy. He had the tooth-ache.

3. He sat on the mat, put his paw up to his face, and cried. Did you ever see a monkey cry?

15. JOHN AND KATE.



shīne      wīn      tries      rūnning  
 sīster      rāce      alwāys

<b>ÿ=ī</b>	<b>â</b>	
n-ēa-r near	s-tō-r-ȳ story	c-â-re care

1. What fine fun John and  
Kate seem to have.

2. They are running a race to the fence.

3. See how Kate's eyes shine! I think she is going to win.

4. Look out, look out, John! or you will be left.

5. It may be that John is not running very fast, so that his little sister can be first.

16. KATE AND HER PET CAT.



Pink  
scratch  
fire  
dry  
gone  
blaze  
heard

room      hide      fright      seek      great

1. Kate has a pet cat named Pink.
2. Pink is full of fun and can play hide-and-seek with the children.
3. But one day Pink was very useful, too. I will tell you how it was.
4. Kate's mamma had left some clothes by the fire to dry, and had gone out.
5. Before long, Kate heard Pink scratch the door, and mew, as if in great fright.
6. She ran into the room, and there were the clothes all in a blaze.
7. Now Pink is more of a pet than ever.

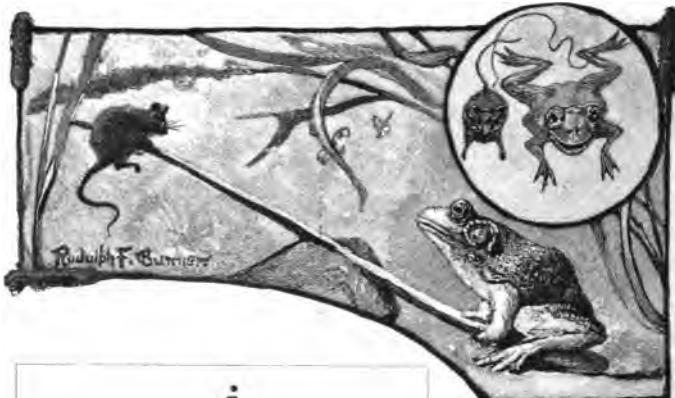


## 17. A PICTURE LESSON.

*Question the children about this picture. Ask them to tell what the little boy is doing; what he has on his head; how it looks; what he meets in the road; what they think his name is, etc. Afterward, if they can do it, let them write out the story for themselves.*

## 18. THE FROG AND THE MOUSE.

jǔmp              tīe              rān              untǐl  
 stōp              mouse              rěady

**j**

j | j-ǔ-m-p jump

1. One day a little mouse ran away to play with a frog.
2. O, what fun they had! They played see-saw until they were tired out.
3. At last, the frog said: "Tie

your foot to mine, and I will teach you how to jump."

4. "That will be fine," said the mouse, and away they went, till they came to the pond.

5. "Now," said the frog, "make ready; one, two, three, and—"

6. "Stop!" cried the mouse.

7. But it was too late, and the frog laughed till he cried, as the little mouse went down, down, down, under the water.

*Copy, and fill the blanks.*

Poor little \_\_\_\_\_ mouse! Do  
you think it was \_\_\_\_\_?  
Was it not a bad \_\_\_\_\_  
to laugh at \_\_\_\_\_?

## 19. TOMMY AND HIS SISTER.



cāne

tēase

sūre

right

plaything

häll-wāy

Tōmmy

Jōnes

flōor

hānds

**ou**

f-ou-n-d found

**a** = ā

wh-a-t what

1. Tommy Jones had a box of playthings, and was playing with his sister on the floor.
2. He soon got tired, and then what did he do?
3. He found his papa's hat and cane in the hall-way, and just see what he is doing.

4. He is trying to put the hat down over his little sister's head.

5. Do you think he is a kind brother to tease his sister in this way?

6. It may be fun for him, but I am sure she does not like it. She puts up her little hands to stop him.

7. Why do you not ride your cane, Tommy, and play horse? That would be all right.

8. Good boys do not tease their little sisters, but are always kind to them.

*Copy, and fill the blanks.*

Good —— do —— tease —— little sisters, but —— always —— to them.

## 20. WHAT I DO.

Mōnday	Tūesday	fâir	Wědnesday
nōthing	blōws	īron	Thursday
Frīday	sweep	sew	Sǔnday
sight	chûrch	ēlse	Săturday
work	cōök	düst	althōugh
	bāke	knīt	



1. On Monday,  
when the day  
is fair, I always  
wash the clothes.

2. On Tuesday,  
I can iron them,  
although it rains  
and blows.

3. On Wednesday,  
I sew and  
knit and always  
like it, too.

4. On Thursday,



I can see my friends, I've nothing else to do.

5. Then Friday is the time to sweep; to dust and set things right.



6. On Saturday,  
I bake and cook,  
and then put all  
work from sight.

7. And Sunday,  
is a day of rest;  
I go to church dressed in my best.

û

w-a-sh wash ch-û-r-ch church

*Copy, and fill the blanks.*

On Wednesday, I —— and ——.

On Saturday, I —— and ——.

## 21. LITTLE MABEL.



Mäbēl

äuntie

bōnnet

frēsh

Härry

brīght

sūnny

yärd



nīcer      sīck      mūst      cōat      to-dāy

fīll      knōw      hōpe      grōwing

**ī=ē**

f-r-ě-sh fresh    g-ī-r-l girl    h-ē-r her

1. See this little girl. She has been sick for a long time.
2. This is a bright, sunny day, but she must have on her coat

and bonnet to go out in the yard.

3. How glad she seems to be out of doors to-day.

4. The grass is fresh and green, and she wants to fill her little hands with it.

5. Flowers, too, are growing in the grass. She will get some I am sure, to take to her mamma.

6. Do you want to know her name? It is Mabel, but her big brother Harry calls her Bell, which is a much nicer name for a little girl.

7. Her auntie lives near, and has sent for Mabel to come and take tea. I hope she can go, for she is a good girl.

## 22. SUSIE'S LETTER.



Sūsīe  
cōrner  
where  
lētter  
wāit  
rēach  
writīng  
who  
stēps  
been

ü = oo

p-u-t put

s-e-r-ă-t-ch scratch

1. Here is little Susie, who has been writing a letter to her papa.
2. She has run away from

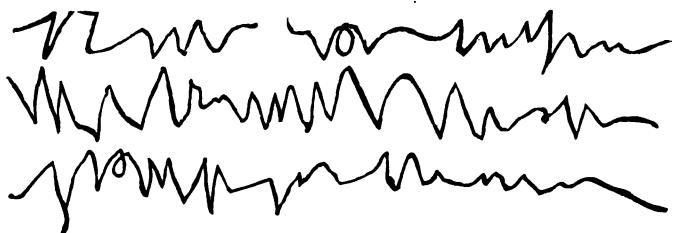
home to put it in the letter-box.

3. But now she is there, she can not reach the box, and does not know what to do.

4. She can run home and tell mamma about it; her house is just around the corner, where you see the steps.

5. I think her papa will be very glad to get the letter, even if he can not read it.

6. This is about the way it will look.



## 23. NANNY.



päth	pättter	pörch	cäught
lämb	clätter	Nännny	acröss
feet	härd	Jöe	tēars
stōod	again	wōod	bushes
		ōwn	

p-ä-th	path	h-ä-r-d	hard
--------	------	---------	------

1. “Patter! patter!” came four  
small feet up the hard path.
2. “Clatter! clatter!” came the  
feet across the porch.

3. "There's your sheep, Joe," said May.

4. "Why, Nanny," said Joe, "how did you come here?"

5. "Ba-a-a!" said Nanny, and the tears almost stood in her eyes.

6. Joe was sure all was not right, and he said: "We will go and see about it, Nanny."

7. "Ba-a-a!" said the sheep.

8. Joe went with her to the wood, and there was Nanny's own little white lamb with its head caught in the bushes.

9. Joe took it and put it by its mother.

10. "Ba-a-a-a!" said Nanny. She meant, "Thank you, dear Joe!"

## 24. LADY BUG.

gärdēn

hōney

rōcked

Būg

stěms

līght

clōver

lēaves

lāntern



tälked

quīte

coūsin

âir

cāke

sūpper

běd

slěpt

Lādy

Bee

bush

b-u-sh

bush

s-t-ě-m-s

stems

b-ü-ḡ

bug

1. Lady Bug lived on a rose-bush in our garden.

2. In the day time she walked up and down the green stems to get the air.

3. At night she slept on a soft bed of pink rose-leaves.

4. One fine day Lady Bug went to see her cousin, Miss Bee.

5. Miss Bee lived in a nice white house on the other side of the garden.

6. They rocked on the grass-stems, and talked for a long time.

7. Then they had clover cake and honey for their supper.

8. When it was time for Lady Bug to go home, it was quite dark.

9. "O, dear! What shall I do?" said she, "I can not see which way to go."

10. Just then, cousin Fire-Fly came in.

11. "Wait, Lady Bug," said he, "and I will light my lantern, and go home with you."

12. "Thank you, cousin, you are very kind," said Lady Bug.

#### 25. TAKING CARE OF BABY.

knělt	shoes	replȳ	while
togěther	cūnning	once	märket
alōne	enoūgh	floōr	rölled
cătch	hōld	Jūne	could

1. "Mary, can you take care of baby while I go to market?"

2. That is what Mary's mother said to her one fine June day.

3. "Yes, mamma, I think I am old enough to take care of baby. So go to the market and do not fear for us."



4. That is what Mary said in reply; and then mamma left the two alone together.

5. Mary took her little ball, tied a string to it, and rolled it along the floor.

6. Baby tried to catch it, and how he did laugh when he got hold of it.

7. "Why, baby, you have got off one of your shoes," said Mary.

8 Then she knelt down and put on his shoe.

9. When her mother came from market, this is what Mary said:

10. "Baby has not cried once; he has been just as good and cunning as could be. I like to take care of him."

*Copy, and fill the blanks.*

Mary took her —— and rolled it on the floor.

"Laugh, baby, laugh!" she ——, and how baby did ——.



### 26. A PICTURE LESSON.

*Make a conversation lesson about this picture. Inquire what the children are doing; why they are showing their hands to their mother; whether they appear to be going away; where they appear to be going; what shows where they are going, etc.*

## 27. SCRIPT REVIEW.

At Home, Thursday Eve.

Dear Papa,

I have just read the last lesson in my First Reader.

O, how glad I am, for mamma says I may go to school, if you are willing.

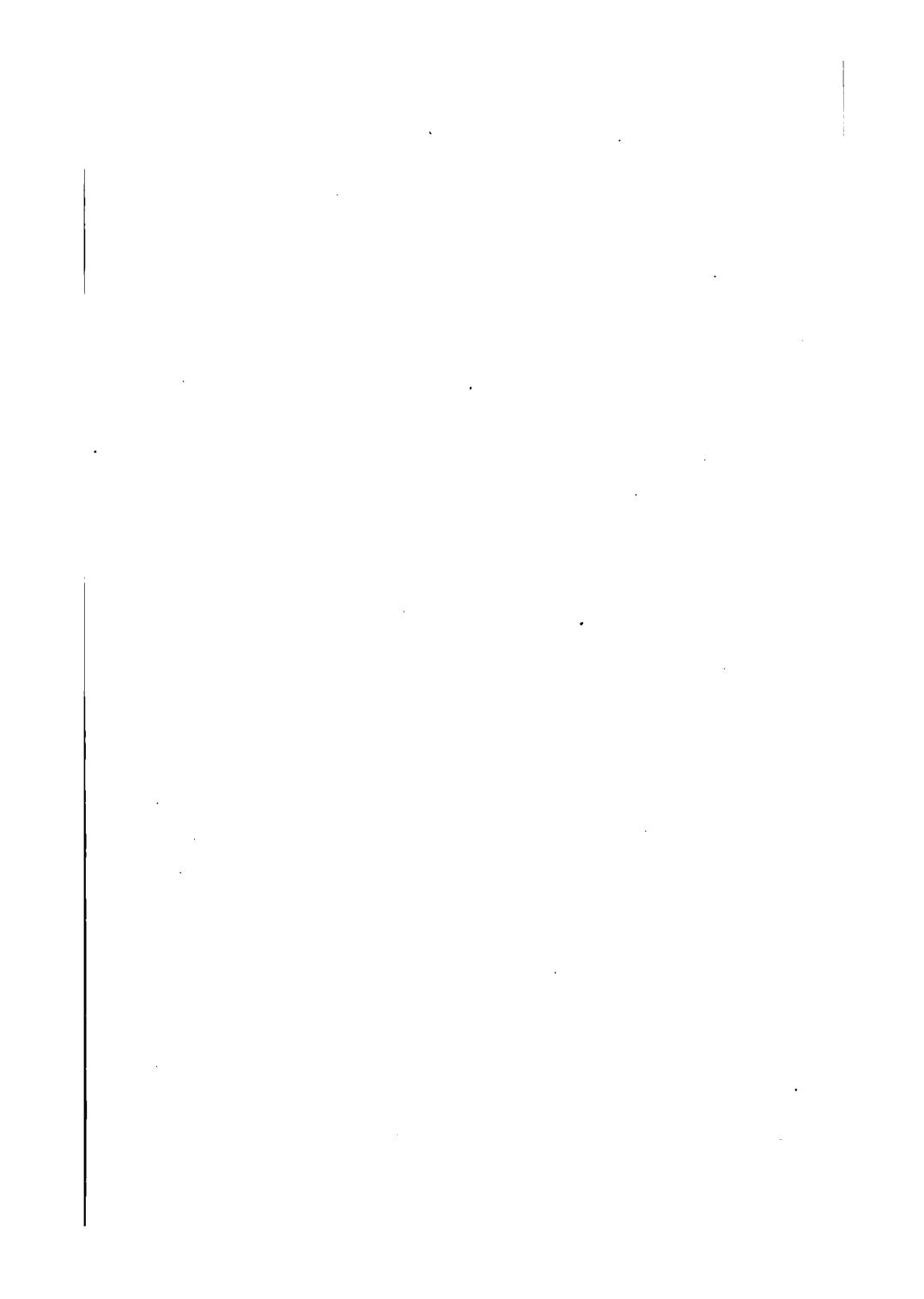
One day I went to school with Miss Kate. I was only four, then, and cried to come home.

Now I am seven, and nearly as tall as Mary.

Please say yes, papa.

From your loving little girl.

Grace.



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